

English – Business 209 study Final Report

Summary

Over the course of two academic years (AY 2001-2002 and AY 2002-2003), the English-Business 209 committee engaged in review, consolidation, and ranking of the objectives and topics of Business and Managerial Writing courses as they were offered throughout the system. We have come to agreement on what the required Objectives and Assignments of ENG/BUS209 should be.

Background and process

In April 2001, Dr. Thomas Hilgers, Director of the Manoa Writing Program, struck a committee to review current system-wide offerings of English 209 and Business 209 and recommend common objectives and topics for the courses. He appointed Dr. Maureen Bogdanowicz of Kapi`olani Community College to chair the committee. Committee members submitted syllabi for all sections of Business 209, English 209, and equivalent courses (from institutions which do not offer either form of 209) for Spring 2002. Based on these offerings, the committee reviewed current offerings, consolidated components of all offerings, ranked components, and reviewed the final ranked list with stakeholder departments and colleagues at their institutions.

Committee members

Representatives of six colleges and three universities in the UH system participated on the committee.

Campus	Committee member	Course
UH Manoa	Edith Suyama (AY 2001-2002)	BUS209
	Jennifer Chandler (AY 2002-2003)	BUS209
UH Hilo	Karla Hayashi	ENG309
UH West Oahu	June Aono	HUM310
Hawai`i CC	None	
Honolulu CC	Dolores Donovan	ENG209
Kapi`olani CC	Maureen Bogdanowicz	ENG209
Kaua`i CC	Brian Cronwall	BUS175
	Pat Posner	
Leeward CC	Pat Hurley	ENG209
	Stanley May	OAT143
		OAT144
Maui CC	Patricia Adams	ENG209
Windward CC	Frances Oliver	ENG209

Data collection

In Spring 2002, the committee chair collected 22 syllabi, one from each faculty member teaching Business 209, English 209, or an equivalent course. This represented a snapshot in time of system-wide offerings and the objectives and topics of all sections of all courses being offered. The data gleaned from these syllabi formed a basis for discussion among committee members.

Campus	Course	# copies of syllabi
UH Manoa	BUS209	3
	ENG209 (summer)	1
UH Hilo	ENG309	3
UH West Oahu	HUM310	1
Hawai'i CC	None	
Honolulu CC	ENG209	2
Kapi'olani CC	ENG209	3
Kaua'i CC	BUS175	1
Leeward CC	ENG209	1
	OAT143	2
	OAT144	1
Maui CC	ENG209	3
Windward CC	ENG209	1

The committee chair compiled a list of all competencies, objectives, goals, outcomes, and assignments from all the syllabi.

Collection of the data was completed during the Spring 2002 semester.

Analysis of data

In preparation for a face-to-face meeting of committee members, we reviewed the list materials to assure comprehensive data collection. Because we worked with no budget, we agreed to meet at the Community Colleges annual Excellence in Education meeting in Spring 2002. Community College and UH West Oahu committee members attended a meeting at the conference held at Leeward CC. UH Manoa and UH Hilo committee members were unable to attend. However, they participated in analyzing the data through electronic and fax communication.

The committee filtered the extensive list of course materials, and we compiled non-redundant lists of Topics, Goals, Objectives, and Assignments.

We submitted this list to the Manoa writing program as a progress report in May 2002.

Manoa Written Communication Committee response

In May 2002, the Written Communication Committee of the Manoa Writing Project responded to the progress report with four recommendations:

Suggestions from the Written Communication committee:

1. Contact business faculty at the affected community colleges as well as faculty from the College of Business at UHM
2. Include collaborative writing as a goal or objective.
3. Prioritize topics or assign each goal/objective a percentage of the total.
4. Set final criteria by the next system-wide meeting in Spring 2003.

In Fall 2002 and Spring 2003, the 209 Committee addressed these recommendations in this order:

1. We ranked the topics, goals, and objectives – each committee member ranked each item on a scale from 10 (“absolutely critical”) to 1 (“good to have, but not critical”). Since ten people responded, the total rankings ranged from a possible high of 100 to a low of 10. Items scoring less than 50 were removed from the list of required topics, goals, and objectives.
2. We included collaborative writing as a goal or objective, but it was ranked only 32, so it was eliminated from the list of required objectives. Discussion of this issue centered on the fact that we all do considerable group work, and this may be considered collaboration, but neither all our students nor we have access to software and facilities for project collaboration.
3. We contacted business departments, faculty, and colleagues and asked for feedback on the ranked list that emerged. In general we have support for our list of topics, goals, and objectives. The CBA at Manoa was already represented on the committee. A Business faculty member from UH West Oahu was on our committee. Committee members from UH Hilo, Honolulu CC, Kapi`olani CC, Kaua`i CC, Maui CC, and Windward CC reviewed the objectives with Business Education faculty.
4. The final criteria are now set and included in this report.

Constraints

Our main constraint was the fact that we worked without a budget and could not meet face-to-face for discussions. In March 2003, we intended to meet for a final review at the CC Excellence in Education Conference scheduled to be held at Kapi`olani CC, but the

conference was canceled because of system-wide budget cuts. However, we have had full representation and discussion via e-mail and fax.

Final list of Objectives and Topics

The table below represents our final recommendations for what should be included in ENG/BUS 209. The rankings are out of 100.

English/Business 209 – Objectives and topics

Rank (max 100)	Objectives
98	To improve understanding of business writing process and methods
98	To improve overall writing ability
98	To analyze a writing situation effectively
98	To compose a variety of correspondences for specific purposes
97	To write clearly, persuasively, ethically, and to a deadline
95	To demonstrate mastery of standard grammar and mechanics
90	To use various strategies and steps in the writing process
90	To use current available technology to streamline and maximize the effectiveness of written and verbal reports and to facilitate research
88	To find and organize material appropriate to audience, purpose, and situation
84	To recognize communication barriers and how to remove them
77	To build on the ability to give and receive constructive peer criticism
77	To identify interpersonal and intercultural communication barriers and suggest ways of overcoming them
72	To recognize the impact of corporate culture on modes of communication within an organization
72	To develop clear, complete, and accurate written and spoken messages
70	To summarize
65	To prepare and make effective use of presentation software
61	To consider the legal aspects of business communication
	Topics
98	Correspondence
89	Resume and cover letter
85	Presentations
82	Reports
78	Research project
70	Proposal
65	Business forms

This is the final ranking.

Comments from Business Faculty

Generally, there is agreement that these objectives and assignment topics meet requirements for Business and Managerial Writing. Business faculty made recommendations for topics for assignments, many of which, the committee feel, go beyond the scope of an English course. These include

- ✓ Grant writing and requests for funding, including cost-benefit analysis
 - These extend beyond English and Writing course material.
- ✓ Appraisal writing
 - This, too, is beyond our scope.
- ✓ Full job application communication, including mock interviews
 - This topic overlaps with Speech and Communication courses.
- ✓ Expanded emphasis on presentation skills and use of presentation software.
 - Since not everyone who teaches ENG/BUS209 has access to computer labs and presentation software, this material cannot be expanded for all offerings at all campuses.

In addition, one campus (Maui CC) voiced concern that the objectives are not specific and measurable enough. The committee feel that we cannot stipulate all content in the course, and that the general objectives can be adapted by faculty teaching the course to include specific material – for example, the general objective of “summarizing material” would be more precise in each instructor’s syllabus and stipulate what material will be summarized.

Conclusion

The committee submits this final report on the components of ENG/BUS209. The committee is in agreement, and we have support from Business faculty.

Submitted April 4, 2003

Maureen Bogdanowicz
Chair, ENG209 Committee